DOCUMENT RESUME

ED 188 654 JC 800 191

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TITLE The Communiversity of Developing Countries.
PUB DATE [78]
NOTE 20p.: Graduate seminar paper, Kent State University

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Access to Education: College Programs: *College Role: *Community Colleges: Community Education: Consortia: *Developing Nations: *Educational Development: *Educational Objectives: Postsecondary Education: Rural Development: Technical Education: Two Year Colleges
IDENTIFIERS *Africa

ABSTRACT

The "communiversity" concept was developed as a model for non-university, post-secondary, technical education on the African continent. The prototypes of the communiversity are associate-degree-granting institutions, such as technical colleges, university branches, and community colleges. Like these institutions, the communiversity's mission is characterized by accessibility, comprehensive programming, and responsiveness to the community. Similar institutions have been found on almost every continent, due to the increasing demands for extended educational opportunity and the need for technical training. The goals of the communiversity project are to test the community college idea in Africa, transfer appropriate technology, improve literacy and vocational education, and establish an International Center for Community College Education. The objectives of the communiversity are to provide career, technical, and vocational education: general education: college parallel programs: remedial instruction: adult and continuing education: and counseling and information services. The communiversity, as a community-based institution, offers a means for implementing a realistic strategy for rural development. Plans for implementing and evaluating the communiversity project, and an outline of the expected benefits conclude the report. Appendices describe related projects. (AYC)

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The Communiversity of Developing Countries

by

Gaston Z. Ndyajunwoha

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"The university in Nigeria (Africa) must attempt to enter every home, town, city, and rural area through research, teaching and dissemination of knowledge and skills by radio, television, newspapers, and by any available means of communication. Conversely, its classes must open to its local constituency through innovative programs and staffing that arise from the unique genius of local cultural traditions."

Fafuna, p. 35-36*

Submitted to

Dr. Kim Sebaly, Instructor
EDF 69596: Individual Investigation in
Cultural Foundations
Kent State University, Ohio

*Babs Fafunwa, The Growth and Development of Nigerian Universities, Overseas Liaison Committee/American Council on Education, Publication #4, April 1974

JC 800 191

The Communiversity of Developing Countries

by

Gaston Z. Ndyajunwoha

An Overview of Global Developments The Purpose of Non-University Tertiary Institutions (NUTI):

A non-university tertiary institution may be defined to be a post-secondary educational institution which offers Associate Degrees, Certificates, diplomas and Baccalaureate awards for academic work generally lasting an equivalent of 2-3 years of full-time study.

Examples of such institutions include community colleges, technical institutes, university branches, polytechnics, etc. The technical schools, two-year colleges, short-cycle institutions and certain Baccalaureate Degree-granting technical institutes and colleges are NUTI.

1. Mission of NUTI:

For purposes of this paper we shall concentrate on Associate Degree-granting institutions: Technical Colleges, University Branches and community colleges.

The mission of Ohio's two-year college system seems quite exemplary. It is interesting to note that this mission was developed by a State-wide Citizens' Task Force on Higher Education of Ohio. This mission reads as follows:

> "Technical Colleges should concentrate on the effective delivery of technical and career education programs in response to local and regional needs. Technical colleges should consider a change to a state general and technical college where two-year general study transfer programs are not being met by a community college, university branch campus or a state-

assisted university within a given region of the state. The state should work toward a more uniform approach with technical college boards of trustees.

University Branch Campuses should concentrate on the effective delivery of two-year general study transfer programs. If technical education is not being provided within a region served by a branch campus, the mission of the branch campus should be expanded to provide such services and consideration should be given to converting to a state general and technical college. Upper division and graduate course work at branch campuses should be discouraged in every appropriate manner including loss of subsidy entitlement by the Board of Regents, those services cannot be otherwise obtained for parttime students. Universities with branch campuses should strengthen citizen advisory councils through regular meetings with boards of trustees, establish provisions for rotating memberships on advisory councils, develop specific charges to guide the work of advisory councils and provide pertinent financial data to the advisory council membership.

Community Colleges should concentrate on the effective develivery of comprehensive two-year programs in general studies and technical education."*

*Source: The Two-Year College System in Ohio: A Planning Report, Ohio Board of Regents, 1975 page 13.

A typical community college mission statement can be characterized by:

- accessibility (open door admissions policy)
- comprehensive programming
- responsiveness to community needs

A typical community college offers the following types of major programs:

- University Parallel and General Education courses in Humanities, Health, Physical Education, Science, Mathematics, Social Sciences, etc.
- Developmental Education courses in english & mathematics with support services in assessment (testing for course placement), counseling and advising, staff development, tutoring, etc.
- Career and Technical Education programs in Business, Engineering, Health, Public Service and Natural (Agricultural) Science Technologies.
- Community Services consisting of Lifelong Learning, Adult and Continuing Education courses.
- Student Services in Admissions and Records, Athletics and Recreation, Career Planning and Placement, Counseling, Financial Aid, Health Services, Student Activities, etc.

Each major program is headed by a dean with directors and support staff. The deans report to the Campus (College) President. The college is governed by a local Board of Trustees.

Attached are some documents from Cuyahoga Community College as a <u>representative</u> multi-unit, comprehensive and urban community college.

Yarrington reports* developments of junior colleges in Japan, Canada, Taiwan, Jordan, Iran, Sri-Lanka, Dominican Republic, India, South America, (Chile, Colombia, Peru, and Brazil), Britain and Norway.

To this list one should add Israel, Botswana, New Zealand, Australia, Kenya (15 Harambee (community) Institutes of Science and Technology), and others.

In short, prototypes of this movement can be found on every continent.

Historical motivators include

(a) increasing demands for extending equal educational opportunity
(b) increasing demand for relevant curriculum and diversification in post-secondary education,
(c) Egalitarianism

*Source: Yarrington, R. <u>International Development of the Junior College Idea</u>, AACJC, One Dupont Circle, Washington, D. C. 20036

(d) a need for training middle-level technical manpower, and
(e) increasingly large numbers of high school educated but unemployed graduates.

* Source: Yarrington, R. International Development of the Junior College Idea, AACJC, One Dupont Circle, Washington, D.C. 20036

2. Prototypes of this movement:

The global development of the two-year college concept has been researched extensively by professor Frederick C. Kintzer and his students at UCLA. Two related publications by M. Duperre and R. Yarrington are worth noting also.

According to the Institute for International Education there were at least 1235* two-year colleges in the U.S. in 1978. M. Duperre gives an excellent overview of this movement. He reports** of Norway's "people's colleges", 19 private junior colleges in the Phillipines in 1921 and 24 private and 7 public colleges in 1933-34.

By 1974, Canada had over 100, 000 students in 119 community colleges, according to Duperre.

Japan has had as many as 600 two-year colleges at one time. In 1968 Duperre reports 528 institutions (72 national, 47 public, and 409 private colleges). Serving 255, 262 junior college students.***

Ingeneral most two-year colleges are controlled by a local Board of trustees. The financial support comes in varying proportions, from the State, local community and students' fees.

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*Source: Humphries, J. The Community, Technical and Junior College in the United States, Institute for International Education publication, 1978 p.1

**Source: M. Duperre, Global Development of the Two-Year College Concept, Higher Education 3 (1974) p. 315-330.

***Source: Ibid p. 321

3 Development of NUTI in Africa:

M. Duperre notes that "while a need undoubtedly exists on the African continent, as we shall see, practically nothing has yet been done about two-year colleges".

In response to this need I created the "African-American Consortium for Community Education Systems and Services" (AACCESS). See the attached statement on AACCESS goals and objectives. Through AACCESS, linkages are beginning to develop between American and African non-university tertiary institutions. AACCESS has engineered these linkages:

a. Brevard Community College, U.S.A.
with
Rift Valley Technical Institute, Kenya
b. Rockland Community College, U.S.A.
with
Mampong-Akwapim Polytechnic Institute, Ghana

Toward a development of NUTI in African Countries

This paper attempts to suggest a plan and a model to stimulate accelerated developments of NUTIfor middle-level technical manpower training on the African continent.

AACCESS constitutes the overall plan for this development. The Communiversity Concept provides a model college. The next few pages will summarize this idea.

Communiversity Goals:

1. To test the feasibility of implementing the community college idea in Africa.
2. To transfer appropriate technology to the developing countries of Africa.
3. To improve literacy in the less developed countries of Africa.
4. To improve vocational-technical training in Africa through middle-level manpower development.
5. To establish an International Center for Community College Education.

The Communiversity Project will attempt, as a catalyst, to demonstrate

how a university can play an important role in community education and development, by:

- . Expediting national development plans,
- . Developing relevant curricula and programs,
- . Developing its staff and paraprofessionals,
- . Developing policy-oriented research,
- . Strengthening continuing education, extra-mural work and non-traditional functions.

Objectives of the Communiversity:

The communiversity is a locally-oriented, multi-purpose, tertiary level educational institution offering general and specialized programmes for full-time and part-time students. It was conceived in response to the need for a better educated, more highly skilled, more technically prepared citizenry and is committed to meeting the special need and conditions of the Developing Countries.

More specifically, the community-based College has, as its main objectives, the provisions of:*

1. Career, vocational and technical education at post-high school level to prepare persons for the labour force or to improve their skills relative to their present employment.
2. General education for all interested students of post-secondary school age.
3. Collegiate-level transfer and pre-professional transfer programmes for the Baccalaureate-degree-oriented student. Graduates are expected to transfer to proposed Technological Universities.
4. Pre-College, Upgrading, or remedial programmes so that persons can develop the basic knowledge, skills and attitudes for self- improvement, employment, or entry into other college programmes

*Adapted from the College of the Bahamas' Handbook, 1977-78; p. 1-2

5. Adult and Continuing education programmes for both part-time adult students and out-of school youths.
6. Community education and development to assist the community in identifying and assessing its needs, and in the promotion of a greater sense of community and national awareness.
7. Research and evaluation programmes to determine the effectiveness of its own programme offerings as well as to ensure that all components of the community educational system are being used effectively.
8. Counselling, Guidance and Information services to fully provide for the varied needs of its heterogeneous clientele, and to make known to community residents the range of educational opportunities available to them, and to assist them in selecting the programes most appropriate to their needs.
9. A Technical Education Center, to
    1) provide individuals with technical skills which are needed in the educational, commercial or governmental enterprises of a given region.
    2) provide those who already have specialized skills the opportunity to improve or increase their skills.
    3) provide vocational guidance to individuals.
    4) cooperate with public and private enterprises in training needed personnel.
    5) carry out and report research related to technical education.
    6) provide technical education training for in-service and prospective teachers.

7) maintain communication with other technical education centers in the rest of the world and with employers.

8) provide technical education to any citizen who can benefit from such education.

9) work with Cooperative Organizations, small-scale entrepreneurs, and appropriate enterprises in defining needs and formulating training programs.

A Strategy for Rural Development:

The proposed community-based college offers means for implementing a realistic strategy for rural development in a developing country. The goals of the strategy for rural development are:*

"1. To mobilize and manipulate those features of traditional life, such as the co-operative and communal spirit, that are relevant if a new social nexus is to be structured at the local level, inter alia through the establishment of settlement schemes, the grouping of villages, and the creation of economic units of production.

2. To eliminate those traditional aspects of behaviour that are irrelevant to the main objectives of rural transformation, especially attitudes that are inimical to the application of rational calculations about the use of scarce resources, that impede readiness to accept change and to recognize new economic opportunities, and that do not encourage people to work together other than in the same ethnic group. A rural educational system must be established to give high priority to the rapid attainment of universal adult literacy, and to simple productive mass education, related in a practical way to the needs of the rural sector. Popular information must be disseminated about, for example, hygiene, child birth, recommended herbs, as well as the implications of bad dietary habits for health and working energy.

3. To structure local activities within established channels so that the rural leadership will not only be in a position to interpret national directives and policies in terms of their applicability to local conditions, but also to transmit information about local interests and aspirations through an institutionalized national framework for political participation and decision-making with adequate linkages to the ruling elites. In the broadest sense, this underscores the main thesis of this article: namely, that national goals have little effect on the transformation of rural communities unless the strategy for their implementation is explicitly related to the changing requirements of the rural environment.
4. To encourage the principle of self-reliance to the utmost, so that the rural masses will not only be involved in the implementing of various community projects, but also encouraged to assume responsibility for the creation of their own social overheads in maintaining local services, initially financed either by the central government or by any other outside institution."

*P.E. Ollawa, "On a Dynamic Model for Rural Development in Africa," The Journal of Modern African Studies, Vol. 15, No 3 (1977), p. 418-419.

Goal-Based Strategic Plan:

a) Determine need by reviewing official documents thoroughly;

b) Conduct research on current models with emphasis on open universities, community junior colleges, university without walls etc.;

c) Design a preliminary proposal;

d) Review the proposal with several citizens from developing countries, embassy officials, ministry of education officials, various professionals and professional associations;

e) Revise the preliminary proposal by incorporating the review information obtained to-date.

Pilot Project to Implement Strategic Plan:

Systematically design a project in conjunction with appropriate government officials, faculty, and consultants. Submit final proposal and pilot project for funding.

Cooperative Action Research and Evaluation:

a) Conduct systematic progress evaluation and collect data;

b) Revise where feasible;

c) Evaluate the outcome of the entire pilot project;

d) Make necessary revisions in model and replicate the process.

Expected Benefits:

1. A program to train paraprofessionals, professional assistants, and learning facilitators is intended to maximize the effective and efficient usage of available resources in social-economic development.
2. An instructional and staff development program will facilitate the development, and implementation, and evaluation of change and its consequent impact.

3. The Communiversity calls for community-based research, consulting, education, instructional radio and television networking for mass education, construction/modification of educational facilities, training instructional personnel, publishing educational materials, new business development, etc., which call. for increased employment in in developing as well as developed countries.
4. Promotion of international cooperation, education, bridging the gap between education and community, etc., for the purpose of transferring appropriate technology in the attempt to solve problems facing humanity today.
5. Multiplication of educational benefits in the basic skills education of the community by appropriately tapping the resources of peers and high school and college students. For this service the cost to the government will be minimal stipends, printing and awarding "Certificates of Excellence in Community and National Service."
6. Application of management by objectives, systems analysis, and organizational development for planning and development in the Third World Countries.
7. Developing awareness and receptivity of systems analysis and operations research and their applications in the developing countries by implementing the recommendations of an AID (U.S. Agency for International Development) panel:

    . set up a prototype operations research group
    . develop university courses in operations research and related subjects
    . sponsor familiarization courses for executives
    . sponsor scholarships for potential practitioners, at home and abroad
    . take care in selecting foreign specialists ad advisors

- organize regional and national conferences around the applications of operations research to the problems of the less developed countries.
- integrate development plans by using operations research techniques

8. Use by the communiversity of disciplinary/interdisciplinary perspectives, study and schorlarship.

In conclusion it appears that the communiversity can bridge the gap between community needs and university capabilities in solving social and economic problems. Through a nation-wide network of non-university tertiary institutions, university knowledge can be decentralized and disseminated through applied research to provide training and technical assistance that will help local businesses, homeowners and governments learn about and use modern technology.

A Recommendation

Project Title: African-American Consortium for Community Education Systems and Services (AACCESS)

Rationale:

The massess of citizenry in Africa need increased educational opportunities as a vehicle by which they can improve their economic productivity and standard of living. The following goals and objectives are set forth to meet the need:

Goals:

1. To develop a mechanism for sharing new dimensions of post-secondary educational systems in Africa.

Objectives

1. Provide consultants with special expertise in the non-university tertiary institution: Vocational-technical schools, two-year college concept, proprietary schools, polytechnics, etc.

2. Provide special consultants in the area of non-university tertiary institutional planning/programming that relate specifically to program offerings in areas such as:

    a. Allied Health
    b. Agriculture/Food Processing
    c. Business and Management
    d. Construction/Architecture
    e. Land Survey
    f. Engineering
    g. Electronics/Electrical Technology
    h. Others

3. Utilize consultants to train African citizens through

    a. workshops/forums
    b. conferences
    c. seminars
    d. short courses
    e. lectures
    f. visiting professors

II. To establish liaisonship between the African-American consortium and the African agencies for post-secondary education.

Objectives

1. Facilitate on-site visitations, internships and two-way professional exchanges.
2. Establish a center for Community college education in Africa.
3. Elect the African Charter Member to serve as executive director and liaison officer for the establishment of contacts and dissemination of pertinent information.

III. To identify non-university tertiary institutions which are committed to providing resources for the purpose of this project.

Objectives

1. Obtain a listing of non-university tertiary institutions in the United States and Canada.
2. Invite these institutions to participate in this project.
3. Provide educational training for African students in the identified areas utilizing the resources of the committed institutions.

IV. To identify, encourage and facilitate an increased number of co-ventures between small and medium scale enterprises in the economically developed countries and their counterparts in the economically developing and middle income countries; and to encourage co-ventures between economically developing countries.

Objectives

1. Sound out technology needs for community development in less economically developed countries.
2. Assess technological resources.
3. Suggest co-ventures in appropriate technology.
4. Conduct research and development of American appropriate technology.
5. Establish and maintain liaison with American companies keen to gear their industrial research and development more closely to Africa's needs.

6. Establish an interdisciplinary Center of Appropriate Technology education.

Interdisciplinary Center of Appropriate Technology*

Mission: Stimulate creativity/innovativeness by combining theory with practical applications through interdisciplinary studies and model building.

Purpose: To foster the understanding and application of science and technology to the major problems of society by establishing a state-wide and nation-wide network of tertiary institutions in cooperation with existing universities to provide training and technical assistance that will help local businesses, homeowners, and governments learn about and use modern technology.

Objectives:

1. To develop, promote, support and maintain research in the application of science and technology to the social sciences.
2. To encourage the involvement of scientists and technicians in the study and solution of societal problems.
3. To foster the application of science and technology to societal problems.
4. To foster research in scientific and technical methods applicable to solving societal problems.
5. To foster education in the applications of Mathematics, Operations Research and Statistics to societal problems.
6. To foster interdisciplinary studies.
7. To unite Mathematics, Statistics, Operations Research, Systems Analysis, Management Science, etc., for the purpose of solving major societal problems.
8. To promote Instructional, Organizational and Staff Development.
9. To test the Cluster College concept.
10. To apply the above concepts in building potential models for solving problems in the Developing Countries.

*To implement the recommendations of the Agency for International Development's Panel on "Appropriate Technology."

Cooperation Sought From:

1. NEIDA (Network of Educational Innovation for Development in Africa) an inter-African program of technical cooperation whose current priorities are:

    a) education and productive work,
    b) adaptation of education to rural communities,
    c) education for underprivileged and minority population groups,
    d) innovative management of education systems in Africa,
    e) teacher training and retraining, and
    f) production and distribution of educational materials with special reference to science equipment and use of mass-media in education.

2. CODESRIA (Council for the Development of Economic and Social Research in Africa) whose priorities include all aspects of
    . African Development

3. ATEA (Association of Teacher Education in Africa) whose objectives are:

    a) to strengthen teacher education in Africa through conferences, research and publications
    b) to work closely with Ministries of Education

4. AAU (Association of African Universities) whose purposes are:

    a) to promote interchange, contact and cooperation among University institutions in Africa;
    b) to collect, classify and disseminate information on higher education and research, particulary in Africa;
    c) to promote cooperation among African institutions in curriculum development, and in the determination of equivalence of degrees;
    d) to study, and make known the educational and related needs of African University institutions and as far as practicable to coordinate the means whereby those needs may be met;
    e) to encourage increased contact between its members and the international academic world;
    f) to encourage the developmentand wider use of African languages;
    g) to organize, encourage and support seminars and conference among African University teachers.

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